

# Exploring Connections in Teacher Education

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USC

**ARTICULATION Roundtable Discussion**  
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### **SUMMARY**

Some key ideas emerged from the two groups including articulation specifics, faculty development, the need for data systems, and funding.

**Articulation Specifics:** Knowing how the process actually works is important including who the key people are on each campus, working on the differences between 200 and 300 level courses, gaining information from the articulation officers, and learning who actually “shepherds through” courses for articulation.

**Faculty Development:** Writing courses together (CC and four year faculty together) is very beneficial as are faculty development meetings.

**Data Systems:** Currently it is difficult to track specific students’ progress as they move from the CC to a four year institution. To know what students have been successful in the CC then through a bachelor’s degree and completing a credential necessitates establishing a data system that embraces both the CC and the four year institution.

**Funding:** As federal grants shift priorities, much of the groundwork that has been gained potentially will be lost. New sources of funding need to be secured.

Notes from each of the two breakout sessions.

### **ROUND 1**

#### **WHAT WORKS**

- Emergence of model curriculum & AA programs @ CC’s
- Good to see private colleges/universities participating – important to develop major preparation
- Multiple paths for CC students.
- Early Field Experience courses
- Getting to know the Articulation officers, counselors
- Relationships contribute to students understanding the process.
- Faculty willing to re-address curricula – go beyond CSET!
- LDTP – shows promise, but implementation is challenging
- Aligning with high schools by discipline – sitting down together as faculty.

#### **NEXT STEPS**

- Key faculty meeting to work out details
- Replicating good or successful programs
- Community College Partners Meetings

- 4-year college representative on CC campus, e.g. CSUF @ Saddleback
- Develop more credential programs for CTE
- Targeting outreach to high school teacher academies
- Finding ways to come together – e.g. CCTE (California Council for Teacher Educators)
- Reframe the “problem” so the solution includes all stakeholders
- Conference: Regional
  - faculty // faculty
  - staff // staff
  - chair // chair
  - dean // dean
- Changing “borders” – satellite campuses, distance learning
- Common Learning Outcomes across campuses?
  - Standards?
  - LDTP might help
  - Commonly – “packaged” goals

## **ROUND 2**

### **ISSUES**

- Need to figure out course equiv. @ CSUs – e.g. 200-level and 300-level
  - Is it possible to accept a 200-level for meeting a 300-level requirement – system wide?
- Establish a “feed back loop” for CC counselors – how do they know what worked?
  - Data System needed e.g. CSUF
- Make sure Assist.org is current
- CSUF: TEPAAC, RTEC, opportunities for CCs and university to work together, e.g., common fieldwork docs
- Becoming familiar w/course approval process
- Smoother development of coursework
  - Timeline: 18 mos. + write time

### **IMMEDIATE STEPS**

- Write courses together - CC’s & CSUs
- Faculty Development meetings across institutions
- Recognize CC’s dual function of transfer and industry pipeline – look for optimal content match.
- Clarify who, at CSUs & CCs, shepherds articulation – Dept. chair roles?
- Find out why courses aren’t approved for articulation.
- Stipends or assigned time for new course development
- One curriculum development specialist – Faculty Senate requested this & got it.
- Regional articulation – Mtgs 1/mo. –
  - How does that info get out?
    - Website, articulation officers

- Need to tap into this information